

Conference Engrossed

State of Arizona  
House of Representatives  
Forty-seventh Legislature  
First Regular Session  
2005

CHAPTER 277

# HOUSE BILL 2534

AN ACT

AMENDING SECTIONS 15-761 AND 15-766, ARIZONA REVISED STATUTES; RELATING TO  
SPECIAL EDUCATION.

(TEXT OF BILL BEGINS ON NEXT PAGE)

1 Be it enacted by the Legislature of the State of Arizona:

2 Section 1. Section 15-761, Arizona Revised Statutes, is amended to  
3 read:

4 15-761. Definitions

5 In this article, unless the context otherwise requires:

6 1. "Autism" means a developmental disability that significantly  
7 affects verbal and nonverbal communication and social interaction and that  
8 adversely affects educational performance. Characteristics include  
9 irregularities and impairments in communication, engagement in repetitive  
10 activities and stereotyped movements, resistance to environmental change or  
11 change in daily routines and unusual responses to sensory  
12 experiences. Autism does not include children with characteristics of  
13 emotional disability as defined in this section.

14 2. "Child with a disability" means a child who is at least three years  
15 but less than twenty-two years of age, who has been evaluated pursuant to  
16 section 15-766 and found to have at least one of the following disabilities  
17 and who, because of the disability, needs special education and related  
18 services:

- 19 (a) Autism.
- 20 (b) Emotional disability.
- 21 (c) Hearing impairment.
- 22 (d) Other health impairments.
- 23 (e) Specific learning disability.
- 24 (f) Mild, moderate or severe mental retardation.
- 25 (g) Multiple disabilities.
- 26 (h) Multiple disabilities with severe sensory impairment.
- 27 (i) Orthopedic impairment.
- 28 (j) Preschool moderate delay.
- 29 (k) Preschool severe delay.
- 30 (l) Preschool speech/language delay.
- 31 (m) Speech/language impairment.
- 32 (n) Traumatic brain injury.
- 33 (o) Visual impairment.

34 3. "DUE PROCESS HEARING" MEANS A FAIR AND IMPARTIAL ADMINISTRATIVE  
35 HEARING CONDUCTED BY THE STATE EDUCATIONAL AGENCY BY AN IMPARTIAL  
36 ADMINISTRATIVE LAW JUDGE IN ACCORDANCE WITH FEDERAL AND STATE LAW.

37 ~~3.~~ 4. "Educational disadvantage" means a condition which has limited  
38 a child's opportunity for educational experience resulting in a child  
39 achieving less than a normal level of learning development.

40 ~~4.~~ 5. "Eligibility for special education" means the pupil must have  
41 one of the disabilities contained in paragraph 2 of this section and must  
42 also require special education services in order to benefit from an  
43 educational program.

44 ~~5.~~ 6. "Emotional disability":

1 (a) Means a condition whereby a child exhibits one or more of the  
2 following characteristics over a long period of time and to a marked degree  
3 that adversely affects the child's performance in the educational  
4 environment:

5 (i) An inability to learn which cannot be explained by intellectual,  
6 sensory or health factors.

7 (ii) An inability to build or maintain satisfactory interpersonal  
8 relationships with peers and teachers.

9 (iii) Inappropriate types of behavior or feelings under normal  
10 circumstances.

11 (iv) A general pervasive mood of unhappiness or depression.

12 (v) A tendency to develop physical symptoms or fears associated with  
13 personal or school problems.

14 (b) Includes children who are schizophrenic but does not include  
15 children who are socially maladjusted unless they are also determined to have  
16 an emotional disability as determined by evaluation as provided in section  
17 15-766.

18 ~~6. "Exceptional child" means a gifted child or a child with a~~  
19 ~~disability.~~

20 7. "Foster parent" means a person who has been designated by a court  
21 of competent jurisdiction to serve as the parent of a child with a disability  
22 if that person has an ongoing, long-term parental relationship with the  
23 child, is willing to make educational decisions for the child and has no  
24 personal interest that would conflict with the interests of the child.

25 8. "Gifted child" means a child who is of lawful school age, who due  
26 to superior intellect or advanced learning ability, or both, is not afforded  
27 an opportunity for otherwise attainable progress and development in regular  
28 classroom instruction and who needs special instruction or special ancillary  
29 services, or both, to achieve at levels commensurate with the child's  
30 intellect and ability.

31 9. "Hearing impairment" means a loss of hearing acuity, as determined  
32 by evaluation pursuant to section 15-766, which interferes with the child's  
33 performance in the educational environment and requires the provision of  
34 special education and related services.

35 10. "Home school district" means the school district in which the  
36 person resides who has legal custody of the child, as provided in section  
37 15-824, subsection B. If the child is a ward of the state and a specific  
38 person does not have legal custody of the child, the home school district is  
39 the district that the child last attended or, if the child has not previously  
40 attended a public school in this state, the school district within which the  
41 child currently resides.

42 11. "IMPARTIAL ADMINISTRATIVE LAW JUDGE" MEANS AN ADMINISTRATIVE LAW  
43 JUDGE OF THE OFFICE OF ADMINISTRATIVE HEARINGS AND WHO IS KNOWLEDGEABLE IN  
44 THE LAWS GOVERNING SPECIAL EDUCATION AND ADMINISTRATIVE HEARINGS.

1       ~~11.~~ 12. "Individualized education program" means a written statement,  
2 as defined in 20 United States Code sections 1401 and 1412, for providing  
3 special education services to a child with a disability that includes the  
4 pupil's present levels of educational performance, the measurable annual  
5 goals and short-term objectives or benchmarks for evaluating progress toward  
6 those goals and the specific special education and related services to be  
7 provided.

8       ~~12.~~ 13. "Individualized education program team" means a team whose  
9 task is to develop an appropriate educational program for the child and that  
10 includes:

- 11       (a) The parent.
- 12       (b) At least one of the child's regular education teachers.
- 13       (c) One of the child's special education teachers.
- 14       (d) A representative of the public agency that is qualified to provide  
15 or supervise the provision of instruction that is designed specifically for  
16 children with disabilities who is knowledgeable about general curriculum and  
17 the availability of resources.
- 18       (e) A person who can interpret the instructional implications of  
19 evaluation results.
- 20       (f) The child, if appropriate.
- 21       (g) At the discretion of the parent or the public agency, other  
22 persons with knowledge or special expertise about the child.

23       ~~13.~~ 14. "Mental retardation" means a significant impairment of general  
24 intellectual functioning that exists concurrently with deficits in adaptive  
25 behavior and that adversely affects the child's performance in the  
26 educational environment.

27       ~~14.~~ 15. "Mild mental retardation" means performance on standard  
28 measures of intellectual and adaptive behavior between two and three standard  
29 deviations below the mean for children of the same age.

30       ~~15.~~ 16. "Moderate mental retardation" means performance on standard  
31 measures of intellectual and adaptive behavior between three and four  
32 standard deviations below the mean for children of the same age.

33       ~~16.~~ 17. "Multidisciplinary evaluation team" means a team of persons  
34 including individuals described as the individualized education program team  
35 and other qualified professionals who shall determine whether a child is  
36 eligible for special education.

37       ~~17.~~ 18. "Multiple disabilities" means learning and developmental  
38 problems resulting from multiple disabilities as determined by evaluation  
39 pursuant to section 15-766 that cannot be provided for adequately in a  
40 program designed to meet the needs of children with less complex  
41 disabilities. Multiple disabilities include any of the following conditions  
42 that require the provision of special education and related services:

- 43       (a) Two or more of the following conditions:
  - 44       (i) Hearing impairment.
  - 45       (ii) Orthopedic impairment.

1 (iii) Moderate mental retardation.

2 (iv) Visual impairment.

3 (b) A child with a disability listed in subdivision (a) of this  
4 paragraph existing concurrently with a condition of mild mental retardation,  
5 emotional disability or specific learning disability.

6 ~~18.~~ 19. "Multiple disabilities with severe sensory impairment" means  
7 multiple disabilities that include at least one of the following:

8 (a) Severe visual impairment or severe hearing impairment in  
9 combination with another severe disability.

10 (b) Severe visual impairment and severe hearing impairment.

11 ~~19.~~ 20. "Orthopedic impairment" means one or more severe orthopedic  
12 impairments and includes those that are caused by congenital anomaly, disease  
13 and other causes, such as amputation or cerebral palsy, and that adversely  
14 affect a child's performance in the educational environment.

15 ~~20.~~ 21. "Other health impairments" means limited strength, vitality or  
16 alertness, including a heightened alertness to environmental stimuli, due to  
17 chronic or acute health problems which adversely affect a pupil's educational  
18 performance.

19 ~~21.~~ 22. "Out-of-home care" means the placement of a child with a  
20 disability outside of the home environment and includes twenty-four hour  
21 residential care, group care or foster care on either a full-time or  
22 part-time basis.

23 ~~22.~~ 23. "Parent" means ~~the natural or adoptive parent of a child, the~~  
24 ~~legal guardian of a child, a relative with whom a child resides and who is~~  
25 ~~acting as the parent of that child, a surrogate parent who has been appointed~~  
26 ~~for a child pursuant to section 15-763.01 or a foster parent as defined in~~  
27 ~~this section. :~~

28 (a) EITHER A NATURAL OR ADOPTIVE PARENT OF A CHILD.

29 (b) A GUARDIAN, BUT NOT THIS STATE IF THE CHILD IS A WARD OF THIS  
30 STATE.

31 (c) A PERSON ACTING IN THE PLACE OF A NATURAL OR ADOPTIVE PARENT WITH  
32 WHOM THE CHILD LIVES OR A PERSON WHO IS LEGALLY RESPONSIBLE FOR THE CHILD'S  
33 WELFARE.

34 (d) A SURROGATE PARENT.

35 (e) A FOSTER PARENT TO THE EXTENT PERMITTED BY STATE LAW.

36 ~~23.~~ 24. "Preschool child" means a child who is at least three years of  
37 age but who has not reached the required age for kindergarten, subject to  
38 section 15-771, subsection G.

39 ~~24.~~ 25. "Preschool moderate delay" means performance by a preschool  
40 child on a norm-referenced test that measures at least one and one-half, but  
41 not more than three, standard deviations below the mean for children of the  
42 same chronological age in two or more of the following areas:

43 (a) Cognitive development.

44 (b) Physical development.

45 (c) Communication development.

(d) Social or emotional development.

(e) Adaptive development.

The results of the norm-referenced measure must be corroborated by information from a comprehensive developmental assessment and from parental input, if available, as measured by a judgment based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.

~~25.~~ 26. "Preschool severe delay" means performance by a preschool child on a norm-referenced test that measures more than three standard deviations below the mean for children of the same chronological age in one or more of the following areas:

(a) Cognitive development.

(b) Physical development.

(c) Communication development.

(d) Social or emotional development.

(e) Adaptive development.

The results of the norm-referenced measure must be corroborated by information from a comprehensive developmental assessment and from parental input, if available, as measured by a judgment based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.

~~26.~~ 27. "Preschool speech/language delay" means performance by a preschool child on a norm-referenced language test that measures at least one and one-half standard deviations below the mean for children of the same chronological age or whose speech, out of context, is unintelligible to a listener who is unfamiliar with the child. Eligibility under this paragraph is appropriate only if a comprehensive developmental assessment or norm-referenced assessment and parental input indicate that the child is not eligible for services under another preschool category. The evaluation team shall determine eligibility based on a preponderance of the information presented.

~~27.~~ 28. "Prior written notice" means notice, as defined in 20 United States Code sections 1414 and 1415, that includes a description of the action proposed or refused by the school, an explanation of why the school proposes or refuses to take the action, a description of any options the school considered and the reasons why those options were rejected, a description of each evaluation procedure, test, record or report the school used as a basis for the proposal or refusal, a description of any other factors that were relevant to the school's proposal or refusal, a full explanation of all of the procedural safeguards available to the parent and a listing of sources for parents to contact to obtain assistance in understanding the notice.

29. "PUBLIC EDUCATIONAL AGENCY" MEANS A SCHOOL DISTRICT, A CHARTER SCHOOL, AN ACCOMMODATION SCHOOL, A STATE SUPPORTED INSTITUTION OR ANY OTHER

1 POLITICAL SUBDIVISION OF THIS STATE THAT IS RESPONSIBLE FOR PROVIDING  
2 EDUCATION TO CHILDREN WITH DISABILITIES.

3 ~~28.~~ 30. "Related services" means those supportive services, as defined  
4 in 20 United States Code section 1401, that are required to assist a child  
5 with a disability who is eligible to receive special education services in  
6 order for the child to benefit from special education.

7 ~~29.~~ 31. "Residential special education placement" means the placement  
8 of a child with a disability in a public or private residential program, as  
9 provided in section 15-765, subsection G, in order to provide necessary  
10 special education and related services as specified in the child's  
11 individualized education program.

12 ~~30.~~ 32. "Severe mental retardation" means performance on standard  
13 measures of intellectual and adaptive behavior measures at least four  
14 standard deviations below the mean for children of the same age.

15 ~~31.~~ 33. "Special education" means the adjustment of the environmental  
16 factors, modification of the course of study and adaptation of teaching  
17 methods, materials and techniques to provide educationally for those children  
18 who are gifted or disabled to such an extent that they need specially  
19 designed instruction in order to receive educational benefit. Difficulty in  
20 writing, speaking or understanding the English language due to an  
21 environmental background wherein a language other than English is spoken  
22 primarily or exclusively shall not be considered a disability that requires  
23 special education.

24 ~~32.~~ 34. "Special education referral" means a written request for an  
25 evaluation to determine whether a pupil is eligible for special education  
26 services that, for referrals not initiated by a parent, includes  
27 documentation of appropriate efforts to educate the pupil in the regular  
28 education program.

29 ~~33.~~ 35. "Specific learning disability":

30 (a) Means a specific learning disorder in one or more of the basic  
31 psychological processes involved in understanding or in using language,  
32 spoken or written, which may manifest itself in an imperfect ability to  
33 listen, think, speak, read, write, spell or do mathematical calculations.

34 (b) Includes such conditions as perceptual disabilities, minimal brain  
35 dysfunction, dyslexia and aphasia.

36 (c) Does not include learning problems which are primarily the result  
37 of visual, hearing, motor or emotional disabilities, of mental retardation or  
38 of environmental, cultural or economic disadvantage.

39 ~~34.~~ 36. "Speech/language impairment" means a communication disorder  
40 such as stuttering, impaired articulation, severe disorders of syntax,  
41 semantics or vocabulary, or functional language skills, or a voice  
42 impairment, as determined by evaluation pursuant to section 15-766, to the  
43 extent that it calls attention to itself, interferes with communication or  
44 causes a child to be maladjusted.

1        37. "STATE EDUCATIONAL AGENCY" MEANS THE ARIZONA DEPARTMENT OF  
2 EDUCATION.

3        ~~35-~~ 38. "State placing agency" has the same meaning prescribed in  
4 section 15-1181.

5        ~~36-~~ 39. "Surrogate parent" means a person who has been appointed by  
6 the court pursuant to section 15-763.01 in order to represent a child in  
7 decisions regarding special education.

8        ~~37-~~ 40. "Traumatic brain injury":

9        (a) Means an acquired injury to the brain that is caused by an  
10 external physical force and that results in total or partial functional  
11 disability or psychosocial impairment, or both, that adversely affects  
12 educational performance.

13        (b) Applies to open or closed head injuries resulting in mild,  
14 moderate or severe impairments in one or more areas, including cognition,  
15 language, memory, attention, reasoning, abstract thinking, judgment, problem  
16 solving, sensory, perceptual and motor abilities, psychosocial behavior,  
17 physical functions, information processing and speech.

18        (c) Does not include brain injuries that are congenital or  
19 degenerative or brain injuries induced by birth trauma.

20        ~~38-~~ 41. "Visual impairment" means a loss in visual acuity or a loss of  
21 visual field, as determined by evaluation pursuant to section 15-766, that  
22 interferes with the child's performance in the educational environment and  
23 that requires the provision of special education and related services.

24        Sec. 2. Section 15-766, Arizona Revised Statutes, is amended to read:

25        15-766. Evaluation of child for placement in special education  
26                    program; due process hearing procedures

27        A. A special education referral shall be made under the direction of  
28 the chief administrative official of the school district or county, or such  
29 person officially designated as responsible for special education, after  
30 consultation with the parent or guardian.

31        B. Before a child who is suspected of having a disability is placed in  
32 a special education program, an evaluation shall be made of the capabilities  
33 and limitations of the child. A reevaluation shall be conducted at least  
34 every three years to determine if the disability remains and to determine  
35 continued placement in a special education program. The evaluation and  
36 reevaluations shall be made by a multidisciplinary evaluation team under the  
37 direction of the chief administrative official of the school district or  
38 county or such person officially designated as responsible for special  
39 education. The team shall review existing evaluation data and shall collect  
40 additional data, if necessary, to determine the eligibility of the pupil for  
41 special education and to develop an appropriate individual education  
42 program. The school district or county may conduct joint evaluations,  
43 directly or indirectly with the department of economic security, the  
44 department of health services, the department of juvenile corrections and the  
45 juvenile courts, or the school district may contract with any state agency or

1 department for all or a portion of the components of the evaluations required  
2 by this section. The determination of eligibility for special education  
3 services is solely the responsibility of the multidisciplinary evaluation  
4 team. The evaluation pursuant to this section shall contain in writing, but  
5 is not limited to:

6 1. A review of current evaluations, including types of tests and the  
7 results of those tests.

8 2. Information provided by the parents, including medical and  
9 developmental information and history.

10 3. Educational history, including the reason for the referral, current  
11 classroom based assessments and observations by teachers and related service  
12 providers.

13 4. Documentation of whether the child's educational problems are  
14 related to or resulting primarily from reasons of educational disadvantage.

15 5. A determination of whether the child has a category of disability  
16 as defined PRESCRIBED in section 15-761.

17 6. The child's present levels of academic performance and current  
18 educational needs.

19 7. A determination of whether the child needs special education and  
20 related services.

21 8. A determination of whether any additions or modifications are  
22 needed to allow the child to progress in the general curriculum.

23 C. The results of the evaluation shall be submitted in writing and  
24 with recommendations to the chief administrative official of the school  
25 district or county or to such person designated by the chief administrative  
26 official as responsible for special education.

27 D. Any of the evaluation components that are enumerated in subsection  
28 B of this section, that are less than three years old and that are  
29 appropriate to consider under the specific circumstances may be shared by and  
30 among state agencies for the purpose of expediting completion of the  
31 evaluation and placement process.

32 E. The chief administrative official of the school district or county  
33 or the person officially designated as responsible for special education  
34 shall place the child, based upon the consensus recommendation of the  
35 individualized education program team and subject to due process pursuant to  
36 20 United States Code section 1415, except that a child shall not be placed  
37 in a special education program without the approval of the child's parent or  
38 guardian, or retained in such a program without actual notice to the parent  
39 or guardian. ~~Placement may be made or changed pursuant to a hearing~~  
40 ~~officer's decision under 20 United States Code section 1415 or an order from~~  
41 ~~a court of competent jurisdiction. The state board of education shall adopt~~  
42 ~~rules to provide a parent or guardian the opportunity to appeal the selection~~  
43 ~~of a specific hearing officer. The state board of education shall adopt~~  
44 ~~rules prescribing minimum standards for hearing officers and prescribing~~  
45 ~~training requirements for hearing officers.~~

1 F. THE DUE PROCESS HEARING PROCEDURES PRESCRIBED IN THIS SECTION  
2 EXTEND TO THE PARENTS OF A CHILD, A STUDENT WHO HAS REACHED THE AGE OF  
3 MAJORITY OR THE PUBLIC EDUCATIONAL AGENCY OR AGENCIES INVOLVED IN ANY  
4 DECISIONS REGARDING THE STUDENT. ALL DUE PROCESS HEARINGS SHALL BE CONDUCTED  
5 IN ACCORDANCE WITH FEDERAL AND STATE LAWS GOVERNING THE EDUCATIONAL RIGHTS OF  
6 CHILDREN WITH KNOWN OR SUSPECTED DISABILITIES. THE STATE BOARD OF EDUCATION  
7 SHALL ADOPT RULES FOR IMPLEMENTING THIS SECTION THAT COMPLY WITH THE  
8 FOLLOWING:

9 1. THE PARENT, THE ADULT STUDENT OR THE PUBLIC EDUCATIONAL AGENCY OR  
10 AGENCIES MAY INITIATE DUE PROCESS HEARING PROCEDURES UNDER EITHER OF THE  
11 FOLLOWING CIRCUMSTANCES:

12 (a) THERE IS A PROPOSAL TO INITIATE OR CHANGE THE IDENTIFICATION,  
13 EVALUATION OR EDUCATIONAL PLACEMENT OF THE CHILD, OR THE PROVISION OF A FREE  
14 APPROPRIATE PUBLIC EDUCATION TO THE CHILD.

15 (b) THERE IS A REFUSAL TO INITIATE OR CHANGE THE IDENTIFICATION,  
16 EVALUATION OR EDUCATIONAL PLACEMENT OF THE CHILD, OR THE PROVISION OF A FREE  
17 APPROPRIATE PUBLIC EDUCATION TO THE CHILD.

18 2. EITHER THE PARENT, THE ADULT STUDENT OR THE PUBLIC EDUCATIONAL  
19 AGENCY OR AGENCIES MAY INITIATE A DUE PROCESS HEARING BY SUBMITTING A WRITTEN  
20 REQUEST TO THE STATE EDUCATIONAL AGENCY OR THE PUBLIC EDUCATIONAL AGENCY  
21 INVOLVED IN ANY DECISIONS REGARDING THE STUDENT. THE STATE EDUCATIONAL  
22 AGENCY SHALL PROVIDE A MODEL FORM THAT ANY PARTY MAY USE IN REQUESTING A DUE  
23 PROCESS HEARING. THE PUBLIC EDUCATIONAL AGENCY SHALL PROMPTLY FORWARD ANY  
24 REQUESTS RECEIVED TO THE STATE EDUCATIONAL AGENCY. ANY REQUEST RECEIVED BY  
25 THE STATE EDUCATIONAL AGENCY SHALL BE TRANSMITTED IMMEDIATELY TO THE OFFICE  
26 OF ADMINISTRATIVE HEARINGS AND THE PUBLIC EDUCATIONAL AGENCY.

27 3. A DECISION MADE IN A HEARING CONDUCTED PURSUANT TO THIS SECTION  
28 SHALL BE FINAL, EXCEPT THAT ANY PARTY INVOLVED IN A HEARING MAY BRING A CIVIL  
29 ACTION IN ANY COURT OF COMPETENT JURISDICTION WITHOUT REGARD TO THE AMOUNT IN  
30 CONTROVERSY.

31 G. THE PUBLIC EDUCATIONAL AGENCY SHALL PAY ALL COSTS INCURRED BY THE  
32 OFFICE OF ADMINISTRATIVE HEARINGS ASSOCIATED WITH ANY HEARING CONDUCTED  
33 PURSUANT TO THIS SECTION AND THE PUBLIC EDUCATIONAL AGENCY OR A PUBLIC AGENCY  
34 POOL OPERATED PURSUANT TO SECTION 11-952.01 IN WHICH THE PUBLIC EDUCATIONAL  
35 AGENCY PARTICIPATES SHALL CONTRACT WITH THE OFFICE OF ADMINISTRATIVE HEARINGS  
36 FOR THIS PURPOSE.

37 H. TITLE 41, CHAPTER 6, ARTICLE 10 SHALL APPLY TO ALL HEARINGS TO THE  
38 EXTENT NOT INCONSISTENT WITH THIS SECTION AND FEDERAL AND STATE LAW REGARDING  
39 THE EDUCATION OF STUDENTS WITH DISABILITIES.

APPROVED BY THE GOVERNOR MAY 9, 2005.

FILED IN THE OFFICE OF THE SECRETARY OF STATE MAY 10, 2005.

Passed the House February 28, 2005

by the following vote: 42 Ayes,

17 Nays, 1 Not Voting

[Signature]  
Speaker of the House

Norman L. Moore  
Chief Clerk of the House

Passed the Senate April 12, 2005

by the following vote: 30 Ayes,

0 Nays, 0 Not Voting

[Signature]  
President of the Senate

Chambers Ballington  
Secretary of the Senate

~~EXECUTIVE DEPARTMENT OF ARIZONA  
OFFICE OF GOVERNOR~~

~~This Bill was received by the Governor this~~

~~\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_,~~

~~at \_\_\_\_\_ o'clock \_\_\_\_\_ M.~~

~~\_\_\_\_\_  
Secretary to the Governor~~

~~Approved this \_\_\_\_\_ day of~~

~~\_\_\_\_\_, 20\_\_\_\_,~~

~~at \_\_\_\_\_ o'clock \_\_\_\_\_ M.~~

~~\_\_\_\_\_  
Governor of Arizona~~

~~EXECUTIVE DEPARTMENT OF ARIZONA  
OFFICE OF SECRETARY OF STATE~~

~~This Bill was received by the Secretary of State~~

~~this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_,~~

~~at \_\_\_\_\_ o'clock \_\_\_\_\_ M.~~


~~\_\_\_\_\_  
Secretary of State~~


H.B. 2534

HOUSE FINAL PASSAGE  
as per Joint Conference

Passed the House April 28, 2005,  
by the following vote: 51 Ayes,

4 Nays, 5 Not Voting

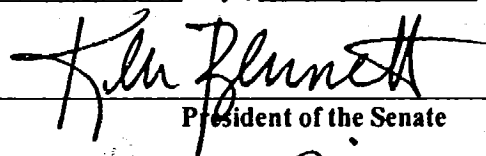
  
Speaker of the House  
Pro Tempore

  
Chief Clerk of the House

SENATE FINAL PASSAGE  
as per Joint Conference

Passed the Senate May 2, 2005,  
by the following vote: 25 Ayes,

4 Nays, 1 Not Voting

  
President of the Senate

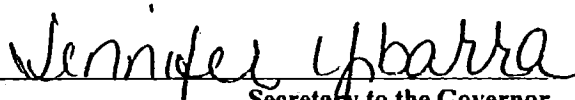
  
Secretary of the Senate

EXECUTIVE DEPARTMENT OF ARIZONA  
OFFICE OF GOVERNOR

This Bill was received by the Governor

this 3rd day of May, 2005

at 9:15 o'clock a. M.

  
Secretary to the Governor

Approved this 9 day of

May, 2005,

at 4<sup>30</sup> o'clock P. M.

  
Governor of Arizona

EXECUTIVE DEPARTMENT OF ARIZONA  
OFFICE OF SECRETARY OF STATE

This Bill was received by the Secretary of State

this 10 day of May, 2005,

at 9:26 o'clock A. M.

  
Secretary of State

H.B. 2534